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ABSTRACT

These two newsletter issues are designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues and to provide a forum for the exchange of ideas. Featured articles discuss how one district used LCCE to develop an alternative diploma certifying students with disabilities are equipped for productive employment, independent living, and responsible citizenship; an outcome/skill transition checklist; implementing transition requirements of the Individuals with Disabilities Education Act; tips for using the LCCE Knowledge Batteries for career assessment; a career center that uses the LCCE to serve adults with developmental disabilities and youth in their last two years of high school; the appointment of a board of advisors to advise on the development and maintenance of the LCCE program; and tips for using the LCCE Performance Batteries for career assessment. A LCCE user survey is also included. (CR)

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THE LCCE INSIDER

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LCCE
The Insider

Vol. 3 No. 1 Exclusively for Users of Life Centered Career Education Summer 1999

Solving the Dilemma of Diplomas: *How One District Uses LCCE*

With policymakers squawking for diplomas that reflect rigid standards, and parents of students with disabilities demanding that their children get more than a certificate of attendance after 12 years of schooling, districts across the nation are looking for a solution that is satisfactory and fair to all.

Here's how one district in South Carolina solved the dilemma. Lexington School District Two in West Columbia developed an alternative diploma certifying that its holder is equipped for "productive employment, independent living, and responsible citizenship," as stated in the program description.

It's called the Lexington County District Two Student Employability Training—S.E.T.— Diploma, and it's designed for students with mild or moderate disabilities whose postgraduate goal is competitive employment.

"We were the first in the state to have our special alternative diploma approved by our local school board," said Nancy Vosburgh, coordinator of special education. "Life Centered Career Education helps form the foundation of this program."

The curriculum established for this program is designed to promote high expectations for students with disabilities. Students must earn 24 units of credit in several areas, including functional academics (math, reading, English), career preparation (Life Centered Career Education), employment training (vocational education), employment practicum(on- and off-campus work experience), and electives from general education.

This course of study is tied directly to the student's IEP and the student must achieve mastery of at least 75% of the IEP objectives in each curriculum area.

Instruction of the LCCE competencies is spread out over the 4 years of high school. For example, health, family life, leisure activities, and government are taught the first 2 years. The third year features job search skills, work-related behavior, and other community and work-based skills. In the fourth year the emphasis is on self-advocacy skills, problem-solving, and communication skills.

A final requirement of the S.E.T. diploma program is the creation of a student job portfolio complete with resume, social security and other vital employment documents, references, job experience information and evaluations, and the S.E.T. diploma.

Earning a S.E.T. diploma, students like this one will gain the skills they need to live productively in the community.

The S.E.T. program is the result of at least 3 years of work and school/community collaboration."This was very much a team effort," stated Ms. Vosburgh. It came about through great effort on the part of all educators—teachers, administrators, guidance counselors, and transition coordinators."

It should come as no surprise that the brochure describing this program features the theme, "A Future Awaits."

Inside

Page 2
Learn about best practices in transition implementation.

Page 3-6
Use this Outcomes/Skills Checklist in your individual transition planning.

Page 7
For your LCCE notebook: A tip sheet that explains the LCCE Knowledge Batteries.

Research Yields Useful Transition Checklist

Linking research to practice, the authors of a recent study on Indivi lualized Education Programs have developed a transition planning checklist which includes LCCE competencies.

Try It Out! See Page 3.

In their examination of 68 IEPs, investigators from two universities in Arkansas checked to see how well IEP teams did in meeting the IDEA mandates for school-to- work goals and linkages. They discovered weaknesses in three areas: residential, educational, and employment goals. In addition, important life skills were overlooked, and plans included few linkages with adult agencies.

Alma Shearin of the University of Central Arkansas and Richard Roessler and Kay Schriner of the University of Arkansas explain their findings in "Evaluating the Transition Component in IEPs of Secondary Students with Disabilities," produced by the Department of Rehabilitation at the Unversity of Arkansas in February, 1999.

Although the study was too narrow for any major conclusions to be drawn, the authors asserted that "the data provide insights into typical practice."

Because the checklist is ideal for users of LCCE, we offer it free as a pull-out, starting on page 3. Your feedback invited. Contact the editor of ***The Insider***.

Training Makes the Difference!

CEC Offers A Range of Options!

Training includes from 6-12 hours of instruction taught over 1 or 2 days, and is presented by official trainers of the Council for Exceptional Children.

Currently scheduled workshops are listed on the back cover of The LCCE Insider.

On-Site Training
One-day workshops: $2000
Two-day workshops: $3850
Additional costs include the presenter's travel and per-diem expenses.

Regional Training
One-day workshops: $160
Two-day workshops: $285
Participants provide own transportation and other per-diem expenses.

Regional Cooperative Training
CEC will negotiate with a local jurisdiction to stage an on-site training event with the goal of providing training for the host LEA and neighboring districts. This is ideal for districts that have from 6 to 15 people to train.

For more information
Check our Web site or
Call Susan Bergert, LCCE Specialist
1-888-232-7733 extension 451
E-mail: susanb@cec.sped.org

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Implementing IDEA— *Model Sites May Show the Way*

Collaboration is a key element of many phases of the transition process.

How can school systems ***effectively*** implement the transition requirements of IDEA? A study reported in the summer issue of ***Exceptional Children*** (Vol 65 No 4) may hold the answer.

"Implementing the IDEA Transition Mandates," (page 555-566) describes a set of practices common to systems recognized nationally as models for effective implementation of the law.

Authors Susan Brody Hasizi and Katharine S. Furney of the University of Vermont, and Lizanne Destefano of the University of Illinois at Urbana-Champaign, analyzed data collected at nine sites across the nation, five identified as "model" sites and four as "representative."

Summarized below are the authors' suggestions, based on their findings, for improving practice in transition services.

Incidentally, proper use of the ***Life Centered Career Education*** curriculum supports these practices!

- **Promote Self-Determination Through Instruction and Student-Centered Planning Processes.**

Students should be taught self-advocacy and self-determination skills beginning as early as elementary school, using specially designed curricula.

Many of the teachers at the model sites were skilled in person-centered planning to enhance student and parent participation in the IEP/transition planning process, and many employed curricula to teach students how to lead their own IEP meetings.

- **Develop Substantive Approaches to Interagency Collaboration.**

Schools, adult services agencies, and communities should monitor the degree and effectiveness of interagency collaboration and make improvements as necessary.

Model sites exhibited a strong commitment to collaboration among school and community agencies. This cooperation led to high percentages of students participating in community programs, including employment, during high school.

- **Develop and Systematically Monitor Professional Development Opportunities.**

Professional development is an important part of a cycle that also includes evaluation and program improvement. Policymakers need to facilitate this cycle by providing the necessary incentive, financial resources, and research opportunities.

At the model schools all related agencies worked together to provide workshops, conferences, and other types of education, under the direction of a person assigned to coordinate these activities.

- **Maximize Transition Outcomes by Fixing Roles and Responsibilities.**

To ensure that transition issues are addressed, districts lacking a specially assigned transition coordinator should explore ways to add personnel or shift roles.

At the model sites central office support and leadership were critical in this endeavor.

- **Expand School and Postschool Options for Specific Population of Students.**

Specifically, the needs of three groups were noted. Students identified as having emotional disturbances needed expanded and improved high school and postschool options. Students with mild disabilities needed more options for learning in the community. Finally, students with severe disabilities needed more opportunities to develop skills in self-advocacy and self-determination.

- **Promote Integrated Approaches to Educational Reform.**

Results of the study suggest that reform efforts are most effective when developers and implementors of various initiatives take a holistic approach.

At all the model sites, transition implementation was treated as part of the overall reform effort and consequently was integrated with other initiatives such as block scheduling, curriculum standards and assessment reform, as well as school-to-work initiatives.

Making the Transition
An Outcome/Skill Checklist for Transition Planning

Student Name_____ **Date**_____ **Evaluator**_____

Checklist Orientation and Purpose

The purpose of this checklist is to help participants in the IEP meeting review plans for the student's transition into adult roles. Quality transition plans describe both adult outcomes and skill training objectives. This checklist reminds students, parents, teachers, and others of the adult outcomes and life skills that are included in a comprehensive transition plan.

I. Adult Outcomes

How well does the plan specify adult outcomes? If any of the following outcomes are not addressed and no justification is provided, the planning group should continue its work.

A. Are specific transition outcomes listed?

1. Postsecondary education options: Is the setting named *specifically*?

___4-year college
___2-year community college
___Apprenticeship
___Trade/technical school
___Adult continuing education
___GED Program
___Other (specify)_____
___None, no justification
___None, justification

2. Postsecondary employment: Is the setting named *specifically*?

___Full-time employment without support
___Part-time employment without support
___Full-time supported/supervised employment
___Part-time supported/supervised employment
___Adult/work activity center
___Military
___Other (specify)_____
___None, no justification
___None, justification

3. Residential Options: Is the setting named *specifically*?

___Live alone without support
___Live alone with support
___Live with family/relative
___Live with roommate(s)
___Group home-specialized training
___Supervised apartment
___Residential/nursing facility
___Other (specify)_____
___None, no justification
___None, justification

4. Community Involvement: Is the setting named *specifically*?

___School activities
___Parks and recreation
___Churches
___4H/Scouts
___Hobbies/clubs
___Voter registration
___Informal peer activities
___Other (specify)_____
___None, no justification
___None, justification

B. Is each transition outcome consistent with the student's program of study (indirect services, resource, and/or self-contained)?

___Yes ___No (If *no*, the planning group needs to continue its work.)

II. Life Skills Instructional Objectives

Are life skills instructional objective specified? Does the plan address the life skills the student needs to achieve and maintain adult outcomes? In ***Life Centered Career Education, A Competency Based Approach,*** (Brolin, 1997), life skills are clustered in three areas: (a) Daily Living, (b) Personal/Social, and(c) Occupational Guidance and Preparation. These 3 areas include 21 competencies and 97 subcompetencies.

A. DAILY LIVING SKILLS

1. MANAGING PERSONAL FINANCES

___1. Count Money and Make Change
___2. Make Responsible Expenditures
___3. Keep Basic Financial Records
___4. Calculate and Pay Taxes
___5. Use Credit Responsibly
___6. Use Banking Services

2. SELECTING AND MANAGING A HOUSEHOLD

___7. Maintain Home Exterior/Interior
___8. Use Basic Appliances and Tools
___9. Select Adequate Housing
___10. Set Up Household
___11. Maintain Home Grounds

3. CARING FOR PERSONAL NEEDS

___12. Demonstrate Knowledge of Physical Fitness, Nutrition and Weight
___13. Exhibit Proper Grooming and Hygiene
___14. Dress Appropriately
___15. Demonstrate Knowledge of Common Illness Prevention and Treatment
___16. Practice Personal Safety

4. RAISING CHILDREN AND MEETING MARRIAGE RESPONSIBILITIES

___17. Demonstrate Physical Care for Raising Children
___18. Know Psychological Aspects of Raising Children
___19. Demonstrate Marriage Responsibilities

5. BUYING, PREPARING, AND CONSUMING FOOD

___20. Purchase Food
___21. Clean Food Preparation Areas
___22. Store Food
___23. Prepare Meals
___24. Demonstrate Appropriate Eating Habits
___25. Plan and Eat Balanced Meals

6. BUYING AND CARING FOR CLOTHING

___26. Wash/Clean Clothing
___27. Purchase Clothing
___28. Iron, Mend and Store Clothing
___29. Demonstrate Knowledge of Civil Rights and Responsibilities

7. EXHIBITING RESPONSIBLE CITIZENSHIP

___30. Know Nature of local, State and Federal Governments
___31. Demonstrate Knowledge of the Law and Ability to Follow the Law
___32. Demonstrate Knowledge of Citizen Rights and Responsibilities

8. UTILIZING RECREATIONAL FACILITIES AND ENGAGING IN LEISURE

___33. Demonstrate Knowledge of Available Community Resources
___34. Choose and Plan Activities
___35. Demonstrate Knowledge of the Value of Recreation
___36. Engage in Group and Individual Activities
___37. Plan Vacation Time

9. GETTING AROUND THE COMMUNITY

___38. Demonstrate Knowledge of Traffic Rules and Safety
___39. Demonstrate Knowledge and Use of Various Means of Transportation
___40. Find Way Around the Community
___41. Drive a Car

B. PERSONAL-SOCIAL SKILLS

10. ACHIEVING SELF-AWARENESS

___42. Identify Physical and Psychological Needs
___43. Identify Interests and Abilities
___44. Identify Emotions
___45. Demonstrate Knowledge of Physical Self

11. ACQUIRING SELF-CONFIDENCE

___46. Express Feelings of Self-Worth
___47. Describe Others' Perceptions of Self
___48. Accept and Give Praise
___49. Accept and Give Criticism
___50. Develop Confidence in Oneself

12. ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

___51. Develop Respect for the Rights and Properties of Others
___52. Recognize Authority and Follow Instructions
___53. Demonstrate Appropriate Behavior in Public
___54. Know Important Character Traits
___55. Recognize Personal Roles

13. MAINTAINING GOOD INTERPERSONAL SKILLS

___56. Demonstrate Listening and Responding Skills
___57. Establish and Maintain Close Relationships
___58. Make and Maintain Friendships

14. ACHIEVING INDEPENDENCE

___59. Strive Toward Self-Actualization
___60. Demonstrate Self-Organization
___61. Demonstrate Awareness of How One's Behavior Affects Others

15. MAKING ADEQUATE DECISIONS:

___62. Locate and Utilize Sources of Assistance
___63. Anticipate Consequences
___64. Develop and Evaluate Alternatives
___65. Recognize Nature of a Problem
___66. Develop Goal-Seeking Behavior

16. COMMUNICATING WITH OTHERS

___67. Recognize and Respond to Emergencies
___68. Communicate with Understanding
___69. Know Subtleties of Communication

C. OCCUPATIONAL GUIDANCE AND PREPARATION

17. KNOWING AND EXPLORING OCCUPATIONAL POSSIBILITIES

___70. Identify Remunerative Aspects of Work
___71 Locate Sources of Occupational and Training Information
___72. Identify Personal Values Met Through Work
___73. Identify Societal Values Met Through Work
___74. Classify Jobs into Occupational Categories
___75. Investigate Local Occupational and Training Opportunities

18. SELECTING AND PLANNING OCCUPATIONAl CHOICES

___76. Make Realistic Occupational Choices
___77. Identify Requirements of Appropriate and Available Jobs
___78. Identify Occupational Aptitudes
___79. Identify Major Occupational Interests
___80. Identify Major Occupational Needs

19. EXHIBITING APPROPRIATE WORK HABITS AND BEHAVIORS

___81. Follow Directions and Observe Regulations
___82.Recognize Importance of Attendance and Punctuality
___83. Recognize Importance of Supervision
___84. Demonstrate Knowledge of Occupational Safety
___85. Work with Others
___86. Meet Demands for Quality Work
___87. Work at a Satisfactory Rate

20. SEEKING, SECURING AND EMPLOYMENT

___89. Search for a lob
___89. Apply for a Job
___90. Interview for a Job
___91. Know How to Maintain Post-School Occupational Adjustment
___92 Demonstrate Knowledge of Competitive Standards
___93. Know How to Adjust to Changes in Employment

21. EXHIBITING SUFFICIENT PHYSICAL-MANUAL SKILLS

___94. Demonstrate Stamina and Endurance
___95. Demonstrate Satisfactory Balance and Coordination
___96. Demonstrate Manual Dexterity
___97. Demonstrate Sensory Discrimination

III. Interagency Linkages

Who can help? Does the plan make referrals to adult agencies that can help the student at this time or at a later date? Should any of the following agencies be involved that are not already included in the plan?

___Developmental Disabilities
___Division of Rehabilitation Services
___Social Security Administration (SSI, SSDI)
___Social Services
___Adjustment Training Center
___Job Services
___Mental Health Center
___Independent Living Center
___Services to the Blind & Visually Impaired
___Public Health Center
___Guardian/Estate Planning
___Military/Selective Service
___Low Income Housing
___Other (specify)_____

IV. IEP Team Composition/Participation

Has everyone had a say? Is everyone in agreement? Review the list of important participants in the transition planning process. Have appropriate persons had a chance to make their contributions to the plan? Do they agree that the plan adequately meets the student's needs? Identify individuals from whom, information is still needed and determine how to involve them in the planning.

___Student
___Mother
___Father
___Guardian
___Other family member
___Special educator
___General educator
___Vocational educator
___School counselor
___Special education supervisor
___Transition specialist
___School psychologist
___Principal
___Assistant principal

V. Student Involvement/Self-Determination

Was the student involved?

___Does the plan include a statement of the student's needs, preferences, and interests?
___Is it clear how the student's preferences were included in the plan?

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New Feature:
Understanding LCCE Assessments

Notebook

Knowledge Battery Tip Sheet

Over the next few issues of The LCCE Insider, we'll be looking at the three assessment devices that have been developed for use with the Life Centered Career Education curriculum: the Competency Rating Scales, which appear in the basic curriculum guides, the Performance Batteries, and the Knowledge Batteries. The Knowledge Batteries (KB) are widely used in career assessment, so we'll start our series with some tips for using this important device.

About the Knowledge Batteries

Purpose—to identify areas of student strengths and weaknesses in career/life skills for instructional planning purposes.

Criterion Referenced (curriculum based)—Student knowledge is measured against a *standard* (LCCE competencies), not against the test performance of *other students*.

Standardized—with field testing and statistical analysis to ensure validity and reliability using students identified as educable mentally handicapped (EMH) or who have severe/specific learning disabilities (SLD).

Composed of—

200 multiple choice items in 3 sections written at the Grade 4 reading level.

Administration—

Requires a total time of 2-4 hours.
Can be given one section at a time.
Is designed to be given to 6-8 students at a time or up to 15 with an additional test proctor.
Requires that the test be read to the students as they follow along.
Can be answered on test booklet, electronic answer sheet, or teacher-made answer sheet.

Tips on Using the Knowledge Batteries

- Although development and validity were based on test groups with EMH and SLD, users find the instrument useful for other populations, but caution should be used in interpretation.

- Don't let format be a barrier for students.

  Answer sheet: Choose the answering format best suited for the students you are testing. (See above.)

  Multiple choice: Remind the students that although there may be several ***possible*** answers, they should choose the ***best*** answer.

- Study the test thoroughly before administering it. Anticipate problems that may occur and make needed adjustments before beginning the test session. Because the KB is *curriculum* based, and not *norm* referenced, test administrators can, with caution, modify the test in order to gain accurate assessment of student knowledge.

  Examples:

  Vocabulary—

  If students don't understand the meaning of any word, it's okay to give a definition as long as it doesn't reveal the answers.

  Variations in Culture and/or Region—

  Test developers understood that a small percentage of the questions may need to be modified to take into account differences in cultural or ethnic values and traditions. These items are listed in the Administration Manual. However, where possible, students should be instructed to choose the answer that would be appropriate for *most* people.

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Special Bonus Pull-Out:
A Transition Planning Checklist

Life Centered Career Education

CEC's Exclusive Life Skills and Transition Curriculum

Training Opportunities

Training includes from 6-12 hours of instruction (on-site, regional, or regional cooperative) taught over 1 or 2 days by *official trainers* of The Council for Exceptional Children.

One Day Regional-Cooperative
August 13 Cedar Rapids, IA

One-Day Workshops
October 14, 1999 Orlando, FL
April 5, 2000 Vancouver, British Columbia

Two-Day Workshop
Spring, 2000 Reno, NV

NEW!

Regional-Cooperative Training: *CEC will negotiate with a local jurisdiction to stage an on-site training event with the goal of providing training for the host LEA and groups and individuals from neighboring districts. This is ideal for districts that have from 6 to 15 people to train.*

For more information
check our Web site: cec.sped.org or call Susan Bergert, LCCE Specialist, 1-888-232-7733 extension 451, e-mail: susanb@cec.sped.org

LCCE
The Insider

Vol. 3 No. 2 Exclusively for Users of Life Centered Career Education Spring 2000

Survey Seeks Feedback from LCCE Users

We know you're out there! And we know you love LCCE!

That's because we at CEC headquarters hear from you every day by phone or e-mail. At conferences, CEC representatives can't get a word in once current users start talking to prospective users. Our users are our best advocates!

Nevertheless, we'd like to hear from you in a more formal way. Who is using the curriculum, with what types of students, in what kinds of settings? What are the factors that have made implementation successful—or difficult? What other material do you need to help you meet the transition needs of your students?

Dr. Robert Loyd, author of ***Life Centered Career Education, Modified Curriculum for Individuals with Moderate Disabilities,*** has developed the survey that's included in this newsletter. Please help us serve you by responding to the survey and returning it to us ASAP! We'll send you a reward for helping!

Help us Out! See Page 3.

Inside

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Resource Corner—Useful material from two top sources

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Mail-back survey form

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Notebook—A tip sheet that explains the LCCE Performance Batteries

Adult Students Access LCCE Goals with High Tech at California Center

For most of her life, Eva has been bypassed by the education process, her potential locked up inside of a body challenged by cerebral palsy. Today, assistive devices and the computer have opened up new worlds for her, and she is gaining new competencies with the ***Life Centered Career Education*** (LCCE) curriculum as a guide.

A participant at the Cerebral Palsy Center for the Bay Area in Oakland, California, Eva is not the typical LCCE student: Eva is 60 years old.

The center serves adults with developmental disabilities and youth in their last two years of high school. The students may be individuals with cerebral palsy, mental retardation, epilepsy, autism, or neurological impairments.

Assistant executive director Bill Pelter chose LCCE after "a long and exhaustive search." He said, "It came closer by far than any other curriculum to meeting the needs of our population." Referring to the LCCE curriculum matrix, Bill said, "The schematic or outline is extremely well done."

Like Eva, Socorro Ruiz (above) uses assistive devices and the computer to access curriculum. Here he uses IntelliKeys instead of a standard keyboard.

The goal of the center is to enable these consumers to function more satisfactorily at home, work, and in the community. Services and support systems are designed to maximize independence, develop skills, and promote self-esteem. These are also the target outcomes of ***Life Centered Career Education.***

Dick Stein, who directs the center's state-

See Cerebral Palsy Center, page 2

Advisory Board to Help Guide the 21st Century LCCE

Eleven experts from a range of educational arenas have accepted an invitation to serve on a newly created board of advisors to help The Council for Exceptional Children (CEC) keep ***Life Centered Career Education*** on the leading edge of transition education in the new millenium.

Board members who attended the April CEC annual conference in Vancouver, B.C. heard a report on the status of the LCCE program and met the CEC staff members responsible for the future of LCCE.

Kathleen McLane, the senior director of publications and continuing education, and Cassandra Peters-Johnson, the assistant executive director in charge of professional development, both emphasized CEC's commitment to the continued development and maintenance of the LCCE program.

Members of the board include Mike Bullis, a transition researcher and author from the University of Oregon; Patricia Burch a teacher and transition coordinator from Missouri; Virginia Clements, transition director of the state of Arkansas; Richard Lombard, the president of the CEC Division of Career Development and Transition, from the University of Wisconsin-Whitewater; Robert Loyd, author of the LCCE Modified Curriculum, from Armstrong Atlantic University in Savannah, Georgia; Margaret Posch, researcher and LCCE implementer, from Wayne State University, Detroit, Michigan; Richard Roessler, author of the LCCE occupational guidance and preparation curriculum, from the University of Arkansas; Mary Watson of the North Carolina Department of Education; Lynda West, transition author, from George Washington University, Washington, DC; Mabrey Whetstone, director of special education of the state of Alabama; and Michael Wehmeyer, author and researcher in self-determination, from the Beach Center of the University of Kansas, Lawrence, Kansas.

Resource Corner

Information Center Offers Economical Print, Web Publications

For little or no money, educators can acquire several resources to help in their transition programs. Over the last year, the National Information Center for Children and Youth with Disabilities—NICHCY—has added several new titles to its list of transition publications. All are downloadable from the NICHY Web site for free, but for $4 to $5 you can get attractive booklets that are freely reproducible.

Helping Students with Cognitive Disabilites Find and Keep a Job, edited by Lisa Kupper, presents a general overview and would be appropriate to share with parents and employers.

In fact, LCCE users who want to set up an LCCE Advisory Board in their community will find the document useful in preparing an introductory presentation. For example, it gives suggestions to employers about how to deal with workers with cognitive disabilities and make reasonable accommodations.

The list of tips for finding a job dovetail nicely with the lessons in the Occupational Guidance and Preparation section of the LCCE complete curriculum.

The book is part of a set that includes an audiotape and booklet called ***A Student's Guide to Jobs***, designed especially for the students. The complete set sells for $5.

Transition Planning: A Team Effort, by Sharon deFur, is a concise document especially useful for parents and teachers new to transition. More experienced teachers will appreciate the charts included in the document which serve as quick references to information about such topics as community agencies and the types of services they offer.

The author even includes a telephone script for the person faced with making "cold calls" (initial contacts) to find the service agencies best suited to help a particular student. The booklet is available for $4.

Both these publications contain lists of related organizations and publications. You can call 1-800-695-0285 for a free catalog and to order these products or download them from the NICHCY Web site: *www.nichcy.org*

Career Association's Book Guides Users Through Carl Perkins Act

Anyone involved in secondary special education needs to know about the Carl Perkins Act, amended in late 1998. The Association for Career and Technical Education (ACTE—formerly the American Vocational Association) publishes a book that explains this important law.

It's called ***The Official Guide to the Perkins Act of 1998***. The user-friendly book includes an analysis of the law, section-by-section explications, articles about the law, and the law itself.

Lynda West, professor of special education at George Washington University in Washington, DC, explains the law's importance to transition personnel:

"Just about every school district receives Perkins funds and is subject to Perkins requirements, which include equity provisions for special needs populations. This legislation specifies the rights and protections of special needs populations and provides them with equal access to Perkins funded activities." In fact, many districts use Perkins funds to purchase the LCCE curriculum and provide professional development for teachers.

ACTE is a strategic partner of The Council for Exceptional Children's *ASPIIRE* Project, a partnership of educational organizations whose goal is to provide training and information about the 1997 Amendments to the Individuals with Disability Education Act.

Order the 200-page book for $34.95 from ACTE, 1410 King Street, Alexandria, Virginia 22314. Or call 1-800-826-9972. Their Web site is www.avaonline.org.

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Cerebral Palsy Center *continued from page 1*

of-the-art computer center, said, "Self-determination is an underlying theme of LCCE. That's why we like the curriculum."

Because the center serves a broader range of abilities and disabilities than originally targeted by LCCE, Bill said that in some competency units the objective must be customized for the individual. For example, rather than learning to use a vending machine, the student may simply learn to make a selection at a vending machine.

The Cerebal Palsy Institute is among the first agencies to show that the versatility of LCCE makes it a prime candidate for the application of universal design.

To learn more about The Cerebral Palsy Center for the Bay Area, Inc. check out their Web site at www.cpcoak.org

The center uses the computer to make LCCE objectives accessible to all its students. Over half of the consumers at the center have severe speech disabilities, or can't use their hands, so they must rely on assistive devices to help them communicate. For them the computer, along with assistive devices, has truly been revolutionary. For Eva it has meant learning to read and write by using the touch screen features of her computer. She has become "an avid learner," said Dick. "We can't get her off the computer!"

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LIFE CENTERED CAREER EDUCATION

USER SURVEY

Dr. Robert J. Loyd, the principal investigator, and The Council for Exceptional Children seek your help in identifying the major factors contributing to successful implementation of the Lif-Centered Career Education (LCCE) and in identifying the demographics of LCCE usage.

Please complete this questionnaire. You do not have to answer or complete every question in this survey.

Neither Dr. Loyd nor CEC will link respondents' names in the reported findings—articles, reports, books, transparencies and/or presentations.

Part I: Demographic Information

Please complete the following questions about yourself and your school. (All answers are optional.)

Your name _____ E-mail address _____

District name _____ State _____

School name _____ Phone number _____

School address _____

1. Your age: ❑20-30 ❑31-40 ❑41-50 ❑51-60 ❑61 or over

2. Current position: _____

3. Certification area(s): _____

4. Number of years teaching experience: _____

5. Type of facility

   ❑ elementary school ❑ secondary school ❑ middle school ❑ high school

   ❑ special center ❑ residential facility ❑ adult center ❑ alternative school

   ❑ other (specify) _____

6. Total student enrollment at your facility (general and special education):

   ❑ less than 200 ❑ 200-500 ❑ 501-1000 ❑ 1001-1500 ❑ 1501-3000 ❑ over 3000

7. Total student enrollment in your district (general and special education):

   ❑ less than 500 ❑ 501-1000 ❑ 1001-1500 ❑ 1501-3000 over 3000

8. Total number of teachers in your building: _____

9. Number of special education teachers in your building: _____

10. Does your school have a partnership program with local businesses in your community? YES NO
    If yes, list or describe business(es) here:

Part I: Demographic Information—Continued

11. Do you have statewide instructional goals/objectives/outcomes for graduation? YES NO

If yes, have these been correlated with LCCE? YES NO

If yes, by whom?

Part II: Survey Items

1. How long have you been using the LCCE materials?

2. How often do you use the LCCE materials?

❑ part of each day ❑ part of each week ❑ part of each semester ❑ not currently using LCCE materials

3. Which LCCE materials are you currently using?

- ❑ ***Life Centered Career Education: A Competency Based Approach,*** _____ ***Edition*** (Edition Number)
  by Donn Brolin (curriculum guide for mild or nondisabled)
- ❑ ***Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities***
  by Robert Loyd (curriculum guide for the moderately disabled)
- ❑ ***LCCE Competency Assessment: Knowledge Batteries***
- ❑ ***LCCE Competency Assessment: Performance Batteries***
- ❑ ***Competency Units for Daily Living Skills***
- ❑ ***Competency Units for Personal Social Skills***
- ❑ ***Competency Units for Career Exploration and Preparation***

These materials comprise the "Complete Curriculum package."

- ❑ ***LCCE Activity Book 1***
- ❑ ***LCCE Activity Book 2***
- ❑ ***The IEP Planner***—computer software

4. Please list the funding source(s) for any of the LCCE materials that you use.

5. Were you trained to use the LCCE materials? YES NO

If yes, by whom, where and when?

6. Indicate the types of disabilities of students to whom you are currently providing or have provided LCCE instruction.

❑ mild mental retardation ❑ moderate mental retardation ❑ learning disability

❑ severe emotional or behavior disorders ❑ hearing impairment

❑ visual impairment other (list) _____

7. How do you usually use LCCE? (check all that apply)

❑ with a school-to-work program ❑ in academic classes ❑ in special education self-contained class

❑ in conjunction with community-based job training programs ❑ other_____

8. Have you made modifications to your LCCE materials? YES NO
Please state what modifications have been made, for which populations and for what purposes.

9. Do you involve parents/family members in your LCCE instruction/program? YES NO
If yes, please explain:

10. Do you involve agencies (vocational rehabilitation, etc.) in your LCCE instruction/program? YES NO
If yes, please explain:

11. How many special education teachers are using LCCE in your building? _____

12. Is LCCE being used by other than special education teachers? YES NO
If yes, please describe:

13. Approximately how many students are being taught with LCCE materials in your building? _____

14. How many students with disabilities in all have you taught using the LCCE materials? _____

15. Please describe the reactions of students, in general, to the LCCE materials.

16. To your knowledge has LCCE instruction made a difference in your students' abilities to make the transition from school to work and community living?
YES NO

Do you have any evaluation data on the effectiveness of LCCE (student achievement, drop out rates, or other outcomes)? If so, please describe or attach a summary of your data.

17. List any problems that you are currently encountering or have encountered in trying to use the LCCE program.

18. Describe solutions that you have developed to solve these problems.

19. What do you consider to be the most important factor(s) in your success in using the LCCE materials?

20. Please list additional LCCE materials you would like to see developed to help you meet student transition needs.

21. Please share other personal LCCE stories, programs, information, ideas, and comments. Add another sheet if needed.

22. May we contact you for further information? YES NO
(If yes, please record your name and phone number)

Thank you for your help!

Please return to LCCE Survey
Publications and Continuing Education Unit
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589

Notebook

Performance Battery Tip Sheet

But can they actually ***do*** *it?* Special educators know that when their students are taught new skills in the classroom, they may not be able to *transfer* their new knowledge to real life situations. The Performance Batteries, one of three assessment devices developed for use with the Life Centered Career Education curriculum, were designed to go a step beyond ascertaining students' *knowledge* of the LCCE competencies, and to actually assess students' ability to *apply* the LCCE competencies in their lives. Here's a quick look at the Performance Batteries and how they can help you.

About the Performance Batteries

Purpose —To assess student's specific skills and behaviors in the first 21 competency areas. Perfomance is a higher order cognitive process.

Criterion Referenced (curriculum based)—Student performance is measured against a standard and not against performance of *other students.*

Standardized—This test is nonstandardized.

Composed of— 21 tests covering the first 21 (out of 22) competencies. It employs a variety of activities that require actual *performance* such as planning and cooking a meal; *simulated performance,* such as role-playing a job interview; or *performance-related knowledge* such as answering open-ended questions based on the competency. Example: "How would you get to the public library using the city bus system?"

Administration—Requires preparation by the administrator who must gather materials needed for the activity—such as bringing in copies of the want ads from the local newspapers. Directions are given orally and administrator must observe and rate performance. Fourteen of the 21 tests take only one class period to administer.

Tips on Using the Performace Batteries

- It is recommended that any test in Performance Battery (PB) be given only after a student has obtained a score of 80% in that competency on the Knowledge Battery (KB). For students who scored under 80% on the KB, the PB can be given after completion of the instructional unit.
- Some performance tests can be administered before the instructional unit to obtain a baseline against which to measure future progress.
- Tests were designed to be given to small groups —6 to 8 students.
- The test administrator should be thoroughly familiar with each test and the scoring criteria before administering.
- It is permissible to explain any words students may not understand as long as the explanation does not reveal the "answer."

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Life Centered Career Education

Training Opportunities

November 2 and 3, 2000
Reston, Virginia

April 18, 2001
CEC Annual Convention and Expo

May, 2001
San Diego, Californina

Be sure to check the CEC Web site for the latest details
on LCCE regional training workshops
and for information about workshops at a site near you.

www.cec.sped.org

or call 1-888-264-9448